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ABSTRACT

A survey of Florida's history comprises this quinmester general social studies course for grades seven through nine. The primary aim is to give students skills and knowledge necessary to understand issues and take part in their resolution, thereby helping students to prepare for effective citizenship in their own state. Objectives of the course focus on the concept of growth, since this idea typifies Florida and has molded the development of the state in the past and present. Arranged in the same way as other quinmester courses, the course is outlined in eight parts: 1) Factors that Affect Growth; 2) Indians of Florida; 3) International Rivalry; 4) Political Development; 5) Economic Development; 6) Social Development; 7) Bio-politics; and, 8) The Future of Florida. A materials section includes recommended textual materials, classroom materials, and teacher references. Related documents are SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

THE FLORIDA STORY

6470.14
6497.01
6412.16

SOCIAL STUDIES

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES

THE FLORIDA STORY

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By

Margaret E. LaRoe

For the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

U.S. DEPARTMENT OF HEALTH,
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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A SURVEY OF FLORIDA'S HISTORY TO INCLUDE HISTORY, POPULATION CENTERS, ECONOMY, GOVERNMENT, CURRENT PROBLEMS, ETHNIC GROUPS AND FUTURE ASPIRATIONS. THE PRIMARY GOAL IS FOR THE STUDENTS TO BECOME EFFECTIVE CITIZENS IN THEIR OWN STATE.

CLUSTER: General Social Studies
GRADE LEVEL: 7 - 9
COURSE STATUS: Elective

COURSE RATIONALE: THE AIM OF THIS COURSE IS TO GIVE STUDENTS THE SKILLS AND KNOWLEDGE NECESSARY TO UNDERSTAND CONTEMPORARY ISSUES AND PROBLEMS IN FLORIDA. THE OBJECTIVES OF THE COURSE FOCUS ON THE CONCEPT OF GROWTH -- ONE OF THE FEW IDEAS THAT ALMOST EVERYONE AGREES TYPIFIES FLORIDA, AND ONE THAT HAS MOLDED THE DEVELOPMENT OF THE STATE FOR BOTH BETTER AND WORSE IN THE PAST AND PRESENT.

THE OVERRIDING GOAL, WHICH CANNOT BE EVALUATED, IS TO ENCOURAGE STUDENTS TO CONTINUE TO EXPLORE AND LATER TAKE PART IN THE RESOLUTION OF ISSUES THAT AFFECT FLORIDA.

COURSE GOALS:

I. THE STUDENT WILL IDENTIFY THE CONDITIONS NECESSARY FOR AND FACTORS WHICH AFFECT GROWTH IN A REGION.

II. THE STUDENT WILL TRACE THE GROWTH AND DECLINE OF INDIAN POPULATIONS IN FLORIDA.

III. THE STUDENT WILL EXPLAIN WHY FLORIDA REMAINED LITTLE MORE THAN A FRONTIER OUTPOST AFTER 2½ CENTURIES OF EUROPEAN OCCUPATION.

IV. THE STUDENT WILL CITE EXAMPLES TO SHOW HOW FLORIDA GOVERNMENT HAS CHANGED TO MEET THE CHALLENGES OF GROWTH.

V. THE STUDENT GIVE EXAMPLES TO EXPLAIN WHY FLORIDA IS THE FASTEST GROWING STATE IN THE NATION.

VI. THE STUDENT WILL EXAMINE SELECTED SOCIAL ISSUES IN FLORIDA.

VII. THE STUDENT WILL CRITICALLY DISCUSS THE ENVIRONMENTAL PROBLEMS IMPLICIT IN THE RAPID GROWTH OF FLORIDA.

VIII. THE STUDENT WILL FORMULATE ALTERNATIVES FOR THE FUTURE OF FLORIDA.

COURSE OUTLINE:

I. Factors that affect growth

- A. Political
- B. Economic
- C. Social
- D. Physical

II. Indians of Florida

- A. Early tribes
- B. Extermination
- C. Seminoles

III. International Rivalry

- A. Exploration
- B. Attempts at settlement
- C. Changing flags

IV. Political Development

- A. Population growth
- B. Economic growth
- C. Government growth
- E. Important leaders
- F. Florida government today
- G. Political Issues: Past and present

V. Economic Development

- A. Making a living
- B. Florida attractions
- C. Agriculture
- D. Industry
- E. Natural resources

VI. Social Development

- A. Varieties of people
- B. Minority groups
- C. Social Issues
  1. Urban problems
  2. Welfare
  3. School integration
  4. Allocation of tax money for
     - a. Schools
     - b. Medical facilities
     - c. Welfare
  5. Racial conflict
  6. Migrant workers
  7. Other
- D. Education
- E. Health

VII. Bio-politics

- A. Florida's environment
- B. Growth and the environment
- C. Environmental problems of Florida

VIII. The Future of Florida

- A. Political
- B. Economic
- C. Ecological
- D. Demographic
- E. Social

GOAL #1: THE STUDENT WILL IDENTIFY THE CONDITIONS NECESSARY FOR AND FACTORS WHICH AFFECT GROWTH IN A REGION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
INTRODUCTION.	A. The student will infer the factors that affect peoples' decisions about where to live.	1. Hold a general discussion as an introduction to the study of Florida: What citizens need to know about their state. What is interesting and important in Florida. What problems we need to understand and work to solve. What "The Florida Story" means to different people (to an elderly couple it is a place to retire; to an oil driller a place to work; to a college student a place to study, etc.) 2. Have each student write a letter to another state asking questions that he would want answered before making a decision to move there. The next day divide the students into 3 or 4 groups. Have each one devise a list, from their collective letters, of important things to know about a place where you might want to live. Each group can write its list on the board for comparison and discussion. Have the class define the following terms as you write them on the board: physical, economic, political, social. Have them try to categorize their lists according to these topics. POLITICAL Type of government War/Peace ECONOMIC Transportation Jobs available Cost of living Communication

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		SOCIAL Health Education Recreation PHYSICAL Soil Climate Water supply Terrain 3. Questions for discussion. a. How might our list be different if we lived 100 years ago? (Different items would be emphasized; e.g., Indians might be a concern for a white settler.) b. Are there some factors that are important to everyone? c. What would be the most important factors to you? d. What would be most important to a farmer? A retired person? A miner? A teacher? e. What factors might hinder growth in a region? (War, hurricanes, depression, earthquakes). f. Are there some factors that have been especially important in Florida?
6 THE GROWTH OF FLORIDA.	B. The student will analyze the factors that have influenced growth in Florida.	1. Have each student make his own "Florida Atlas." It might include: Major cities map, showing population distribution. Map showing physical features: topography, water... Map showing location of important economic activities. The atlas might be kept as part of a continuing notebook, to be added to as the course progresses (Maps of Indian migrations, historical sites, etc.).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

Resources: Raisz, Atlas of Florida
The Twenty-Seventh Star (pgss 2, 27)
Indians of Florida Map, Hearne Brothers

2. Show and discuss the filmstrips, Physical Resources of Florida and Water Resources of Florida (From the series, Geography of Florida Filmstrips). Relate Florida's growth to its resource wealth.

3. Have a student report on the soils of Florida, using the model, Soils of Florida (Dade County #60032). The model includes samples, soil map of Florida.

4. Have students try to hypothesize where, if at all, each of the following people would desire to live in Florida and why:

Seminole Indian	Marine Scientist
Oil driller	A miner
Real estate agent	Hotel Manager
Wildlife photographer	Factory worker
An elderly person	A hunter or fisherman
Forester	Skin diver

An alternative is to have students make a map of Florida using symbols to show where each of the above people would work and live.

5. Have each student write a paragraph on "Florida's Most Valuable Asset." Each should be asked to defend his choice. Ask each student, after he has finished, to indicate whether he thinks his choice is a factor influencing Florida's growth.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		NOTE: It is advisable to maintain at least one subscription to the Miami Herald or Miami News for the duration of this unit. A committee (rotated weekly) might be responsible for finding and cutting out pertinent articles each day and maintaining a "Florida News" bulletin board. It can thus be used as a springboard throughout the course, and as a source of data for students working on reports.

GOAL #2: THE STUDENT WILL TRACE THE GROWTH AND DECLINE OF INDIAN POPULATIONS IN FLORIDA

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
EARLY TRIBES.	A. The students will examine selected early Indian groups in Florida.	1. The teacher might prepare a brief lecture on the first inhabitants of Florida, based on Chapter 1 of Tebeau, <u>A History of Florida.</u> 2. Divide the class into 6 groups to investigate and report on the six major groups of Indians found by the white man in Florida: Timucuans, Calusa, Ais, Apalachee, Apalachicola, and Tequesta. Reports to include: Where they lived, how many there were, how they made a living, what they ate, and tools. 3. Read aloud from <u>Jonathan Dickinson's Journal</u>. The account of his party's shipwreck near Jupiter Inlet and their initial encounters with the Jeaga Indians (related to the Ais) is exciting and informative as to their appearance, eating habits, and technology. (Andrews: <u>Jonathan Dickinson's Journal</u>) 4. Have an interested student read <u>Dickinson's Journal</u> and report on it to the class. 5. A small group of students capable of independent study might be given copies of <u>Dickinson's Journal</u> and the assignment to produce a mural or a model of a Jeaga village based on Dickinson's account or put on a skit of the shipwreck and the first encounter with the Indians. 6. Have interested students report on the Indian mounds of Florida. A resource is the Model, available the AV department, <u>Indian Mounds of Florida</u> (#6-00169). 7. Utilize the wall map, <u>Indians of Florida</u> for discussion of the location and varieties of early

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Indian peoples. (Dade County #6-00001) 8. Present students with the following statement: Two and a half centuries after Ponce de Leon visited Florida, most of the early Indians were gone. The last of these Indians, less than 200, left in 1763, never to return. Ask students to try to guess (hypothesize) why they disappeared. (European-introduced disease, warfare with the white man and among themselves, slave catchers, migration out of the area due to interference from the white man, cultural "shock" caused by drastic changes introduced by white man, e.g. guns).
THE SEMINOLE INDIAN. 13	B. The student will examine the rise and fall of the Seminole Indian population in Florida.	1. Have a pair of interested students prepare a timeline of Florida's population growth, using a large roll of paper so it can be added to during the unit. Have them draw in the rise and fall of the aboriginal Indian populations, and work on the progression of the Seminole Indians during this time. Different groups might be done in different colors. Important events that affected the growth or decline in the population should be labelled. An artistic student might illustrate it. (e.g. an Indian village, or a Spanish explorer to represent the coming of Ponce de Leon....). Be sure to allow enough vertical space to illustrate the population in the 1970's (later). Resource: Raisz, Atlas of Florida

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

2. Show the film, Seminole Indians, 1-05273 (10').

3. Have students read and discuss selections about the history of the Seminoles. Suggested resource: Neill, Florida's Seminole Indians, Chapters 1-4.

   Questions for discussion:

   a. When did the Seminole Indians come to Florida?
   b. Why did they come?
   c. What was their relation with Negro slaves from the north?
   d. What caused the Seminole Wars?
   e. What effect did the wars have on the Seminoles?

4. Have students prepare reports on one of the following topics:

   The Miccosukee Indians
   Osceola
   The Dade Massacre
   The First Seminole War
   The Second Seminole War
   Billy Bowlegs
   The Green Corn Dance

5. Have students read the two accounts of Osceola's capture provided in the Appendix. (simplified from the originals). Organize a discussion comparing the two primary sources.

6. Display and discuss Seminole Indian model displays.

   Examples:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. <u>Seminole Costume</u> Unit I (Costume, beads, doll, canoe) #600041 Unit II (Costume, woven baskets, photos...) #600042 Unit III (Medicine man's costume, canoe, dolls..) #600043 Unit IV (Man's shirt, sofkee spoon, dolls...) #600044 b. <u>Seminole Indians</u>, Set II Model showing blouse, hairdress; beads, skirt, sofkee spoon, pictures. #60080 7. Interested students might make their own models of Seminole costumes and tools. A group project might be entered in the Dade County Social Studies Fair, or school-wide display. 8. Have students make a Florida map on which they show the progressive migration of the Seminoles to the south and to the interior. Discuss the reasons for their migration. 9. Take the class on a field trip to a Seminole village. Make arrangements in advance.

GOAL #3: THE STUDENT WILL EXPLAIN WHY FLORIDA REMAINED LITTLE MORE THAN A FRONTIER OUTPOST AFTER TWO AND A HALF CENTURIES OF EUROPEAN OCCUPATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
EUROPEANS IN FLORIDA	A. The student will infer reasons why people came to Florida in the 16th Century, and why most failed to colonize.	1. Prepare a set of simple transparency maps showing the New World and European claims in it. Use this as discussion springboard to elicit reasons for interest by Spain, England, and France in the New World. (e.g. proximity to Havana). Use a second transparency showing major shipping lanes and the Gulf Stream to discuss how this would influence European nations to settle Florida. The importance of St. Augustine's location can be illustrated also. A third transparency might summarize the provisions of Ponce de Leon's contract from the king - which suggest why he was interested in the region. Terms: He was allowed to claim lands he discovered; he would own all houses that he would establish; he would be the judge and executive in command (though the forts would be under the king's control); he would receive a share of all revenues and profits; gold and precious metals found were to be kept by Ponce (except for the king's share); Indians would be distributed as slaves to the Spaniards; and Ponce would be named governor and adelantado. This was in addition to his knowledge of the common "fountain" fables. 2. Send several able students to the library for a day to find information about the attempts by these explorers to occupy and settle Florida. They will report to the class on why they came and why they failed. Ponce de Leon, Narvaez, de Soto, de Luna, and Villafane.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		From the reports the class might try to make some hypothesis to explain why Florida remained unsettled so long.
FIVE FLAGS.	B. The student will examine international rivalry as a factor in the settlement of Florida.	1. Chapters 1 and 4 of Patrick's <u>Florida Under Five Flags</u> deal with the discovery, exploration and rivalry in Florida during the Spanish and British periods. It might serve as a reference or as the basis for reading assignments about the period, if sufficient copies are available. 2. For the teacher who is not daunted by seemingly unsurmountable challenges, there are many field trips that would enrich this unit, but most are to distant locations. Examples are to Key West or St. Augustine. There are organizations that can help plan such trips, e.g. the Florida Historical Society, Chambers of Commerce in the respective places. (It has been done!) 3. Show and discuss a film about St. Augustine and discuss its importance to the Spanish. <u>Saint Augustine: Our Oldest City</u> <u>Exploring Old St. Augustine</u> 4. Interested students might wish to: a. Make cloth flags of the nations that controlled Florida to hang in the classroom. b. Make a clay model of the Castillo de San Marcos in St. Augustine and its surroundings. c. Make a timeline of Florida history, showing periods of control by European powers, the

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		United States, and the Confederacy. d. Make a map showing the routes of Florida explorers, identifying them by nationality and year. e. Report on pirate activity in Florida during the Spanish period. 5. Have students write an essay on "Florida's Strategic Location" during the years 1500-1800.
EUROPE AND FLORIDA.	C. The student will propose reasons why Florida remained a frontier outpost after 250 years of European occupation.	1. Discuss: Why, after more than two centuries of attempts at settlement, was Florida an undeveloped defense post with practically no European settlement beyond St. Augustine and struggling Pensacola? 2. Refer back to the first few days when the class hypothesized about why a region grows or fails to grow. In class discussion or in small groups, have students suggest revisions in their original ideas, based on their study of the Indians and Europeans in Florida. They should be asked to give examples to defend their new hypothesis or their rejection of old ones. (To avoid the problem of lost notes, it is a good idea to type up the original ideas on a hand out or put them on a transparency.)

GOAL #4: THE STUDENT WILL CITE EXAMPLES TO SHOW HOW FLORIDA GOVERNMENT HAS CHANGED TO MEET THE CHALLENGES OF GROWTH.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
POLITICAL DEVELOPMENT.	A. The student will trace the growth of Florida from territorial days to the present.	1. Have students make a timeline of important events in Florida history, with emphasis on the period after U.S. acquisition. Students might be given a list of events to place on the timeline. References: Atlas of Florida by Raisz. The Florida Handbook by Morris 2. Prepare and hand out a timeline of Florida population growth from 1800 - 1970. Have students identify significant increases and decreases. By comparing this graph with their timeline of Florida history (#1, above), students should be able to determine what caused sharp rises and declines. Teacher reference: Raisz, (frontispiece) Atlas of Florida. In discussion, relate the reasons given to the earlier conclusions about the factors that influence growth in a region. 3. Prepare (or have students on independent study prepare and use for oral reports) transparency overlays showing the growth of Florida in various ways: a. A map of Florida showing, using different colors for different years, the addition of new counties between 1820 and 1925. b. Make overlays of population distribution at various times, e.g. 1800, 1850, 1880, 1900, 1920, 1950, and 1970. c. Make overlay maps showing the growth of railroads and/or canals.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

d. Chart comparative urban/rural percentages at various times for comparison, trends.

e. Make a graph of the growth of state government income and expenditures.

From the above information, students should be able to infer trends in Florida growth as well as magnitude. e.g., the movement to cities, the movement southward, which followed the development of railroads, etc.

4. Divide the class into three groups to study Florida at different times. They may be asked to complete a chart like the one which follows and to present their findings to the class. The groups might be asked to analyze the eras around 1880, 1920, and 1950.

	Population	Economy	Important Legislation	Main Products	Important Events
1880					
1920					
1950					

Other items which may be added: Land use, developments in education, leaders, population distribution.... Some groups may desire to include dress, customs, problems, entertainment.

Suggested resources:

Raisz, Atlas of Florida
Patrick, Florida Under Five Flags

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

Statistical Abstract of the United States
Morris, The Florida Handbook

5. Have the students produce models or murals depicting topics listed in #4, above, at the suggested times in history.

   If four groups are desirable, one group may be assigned pre-Civil War (1850) Florida.

6. Assign individual reports on topics which illustrate Florida's growth.

   Examples: The History of Key West
   Florida during the Civil War
   The Land Boom in the 1920's
   World War II and its effects on Florida
   Reconstruction in Florida after the Civil War
   Miami
   People who have influenced Florida's development:

   - Henry Flagler
   - Napoleon Bonaparte Broward
   - Claude Pepper
   - Mary M. Bethune
   - Hamilton Disston
   - Andrew Jackson
   - Jonathan C. Gibbs
   - William P. Duval
   - David Yulee

7. Select one or two important people from Florida's past for class study: readings and discussion.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. Show the film: <u>U.S. Territorial Expansion: Florida</u> The film deals with the Spanish, English and second Spanish periods, leading up to U.S. acquisition. The teacher can prepare some interesting anecodotes to enrich the film using Chapters 6-8 in Tebeau, <u>A History of Florida.</u> Examples: President Madison's secret presidential escapades in Florida in 1811 (pp.105-108). The story of Daniel McGirt, highway robber and planter (pp. 92-93). The status of Negroes (p. 93). Negro Fort (p. 110).
FLORIDA GOVERNMENT.	B. The student will analyze the structure of Florida's Government.	1. Have students fill in a chart of Florida governmental structure. 2. Prepare a vocabulary list dealing with governmental terminology. 3. Assign readings in Morris, <u>Our Florida Government,</u> Chapters 1, 2 and 3. Questions, vocabulary lists and discussion questions are suggested in the text. 4. Invite a state legislator to visit the class and discuss his duties and responsibilities with the class. 5. Show the film, <u>Florida's Legislative Process.</u>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Have a group of students prepare a bulletin board of current news articles dealing with Florida government. Have them report to the class periodically on their findings. 7. Assign a group of students to examine the Florida cabinet. Have each one represent one of the members of the cabinet (except the governor), and have that group present a panel discussion where each one explains his functions. If time permits, students can write letters to their respective cabinet members in Tallahassee requesting information about their jobs and current concerns. Resource: Morris, Florida Handbook (new edition)
ISSUES: PAST AND PRESENT.	C. The student will examine some persistent issues in Florida and compare past and present government response to them.	1. Have students read the introduction to Morris' Our Florida Government or some other survey of Florida governmental development. Based on their reading, have students make a timeline showing major changes in Florida's government and the reason for change. Example: Established a State Board of Health -1889 Yellow fever epidemic threatened Organize a discussion that gets students thinking about how and why political systems change. 2. Prepare a brief lecture or handout on the evolution of Florida's government via its constitutions. Have individual students prepare cartoon-transparencies illustrating the changes and the forces which caused them.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Ask an independent study group to prepare a chart comparing two Florida constitutions, e.g. 1885 and 1968. Topics for comparison: Government salaries, office of lieutenant governor, voting regulations, apportionment, taxation, education, governor's powers, terms of officeholders. Recommended teacher resource this section: Tebeau, A History of Florida, pp. 289-90 and 450. 4. Have a group of students investigate and report to the class on the comparative terms of office of two influential Florida governors: Napoleon Bonaparte Broward and Reubin Askew. The report should compare their policies, problems, and achievements. 5. Select an issue that is both current and persistent in Florida, e.g. Florida's tax structure, the proposal for a canal across the state, land use policies. a. Organize the class to do research on the problem. Cooperatively plan where to locate information and how to divide up the duties. The nature of the topic selected would determine the division of responsibilities within the class, but a generalized example follows: Group 1: Locate information on the historical background of the issue. Group 2: Write letters to appropriate agencies and organizations to obtain information.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

Group 3: Locate and invite guest speakers, plan for their visit.

Group 4: Collect recent news articles on the topic; contact the local papers for assistance.

An ambitious class might produce a recorded presentation of the issue, with slides or transparencies. Or it might prepare news articles for the school paper.

The analysis might be submitted to a local city newspaper, if the results warrant it, or be entered in the county social studies fair competition.

(or)

b. Prepare handouts describing the problems in brief: Origin, problems, opposing viewpoints, etc. Have students attempt to come up with a workable resolution of the issue in small groups. They might be told they are a committee composed of the opposing factions (each student given a role) with the task of proposing solutions to the governor. Discuss the proposals and encourage students to challenge each other. Students should get a feel for "decision-making" processes.

6. Have individual students or small "buzz" groups attempt to list, in order of importance, ten (or less) issues that have persisted in Florida's historical development. List them all on the board and try to reach a class consensus on ten that can

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		be considered super-issues in Florida. Possible issues to consider: Money; water; education; the status of Negroes; transportation; conservation of resources; Indian problems... Each student might select one of the issues to write a report on, or small groups might prepare reports for the class. 7. Have each student write an essay entitled: "How Florida's Government Has Met the Challenges of Growth." 8. Discuss the significance of the move to make Florida's legislature unicameral. 9. Compare, in discussion, Florida's elected cabinet to the national cabinet which is appointed. Ask: What are the advantages and disadvantages of each? 10. Discuss the attempts to make Florida's representatives' terms of office longer. How long should a state representative serve? What problems does he face having to campaign annually? How do frequent elections benefit the voters? How do they harm them? (Frequent elections cost money, take representatives away from the business of government, tend to make voters ignore elections (too many too often); but they also give voters an opportunity to control their legislators, keeps the issues of government before the public eye).

GOAL #5: THE STUDENT WILL GIVE EXAMPLES TO EXPLAIN WHY FLORIDA IS THE FASTEST GROWING STATE IN THE NATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ECONOMIC DEVELOPMENT.	A. The student will list reasons why people come to Florida.	1. Write on the board, "Why come to Florida?" Students in the class who come from other places might be asked why they and their families came to Florida. The reasons given could be the beginning of a list under the question (above). 2. Assign readings or read together and discuss Smith's Florida (States of the Nation Series),. Chapters 1-5 and 11. Ask students to add to their lists as they read; or prepare worksheets or questions for thought and discussion to accompany the readings.
RECREATIONAL FACILITIES.	B. The student will investigate the recreational facilities in Florida.	1. There are numerous films on Florida's attractions. There is a separate listing for "Florida" in the Dade County Instructional Materials Catalog, in the subject index, so only a few are suggested here: Florida: Gulf Coast Holiday (15' C: 1-12786) Florida's East Coast Holiday (15' C: 1-12784) The Unusual World of Florida (15' C: 1-12785) Fabulous Florida (30' C: 1-30949) A Florida River: Its Wildlife (11' C: 1-04923) Prowlers of the Everglades (26' C: 1-30952) 2. Show and discuss the filmstrip, Florida: Nation's Playground, from the series Florida Geography Filmstrips. 3. Show the slides Florida Attractions. Have students label each one on a state map for his notebook as they are projected.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Set I (35 slides) 5-20039 Set II (30 slides) 5-20114 4. It can be fun to turn off the sound on a film that describes sights to see and have students call out what they are. 5. Have each student as a project plan a one week trip through Florida, outlining a daily itinerary, describing what he will see, how he will travel. The report might include a Florida map showing the route taken and brochures from the sites that will be seen.
ECONOMIC GROWTH. 82	C. The student will examine the economic growth of Florida.	1. Assign readings in Smith, Florida, chapters 6-10. Have students list ways of making a lving in Florida based on their readings. 2. Show and discuss the following filmstrips from the Florida Geography Filmstrips series. Forestry Agribusiness I and II Manufacturing Mining and Other Industry Tourism: A Major Source of Income 3. The film, Changing Face of Florida (15' C: 1-13381) encompasses more than economy but is an up-to-date picture of industry, culture and education. 4. Prepare a work sheet of significant questions about Florida's economy which can be answered with Raisz's Atlas of Florida. Allow students to work in pairs or groups to find the answers.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Interested students might prepare maps for display of Florida's economic activities, using Atlas of Florida as a resource. (e.g. citrus areas, cattle raising, forestry regions, phosphate mining, etc.) 6. Display and discuss the following models: Florida Cattle Industry 6-00126 Florida Phosphate 6-00048 7. Discuss why industries move to Florida; for example the airlines that have recently moved their bases of operations to Miami. a. How does Florida's government encourage business and industry to come to Florida? b. Should Florida have a corporate income tax? c. How will the building of a giant jetport affect the development of South Florida? (People will move in to work and live - it will become possibly the "air-hub" of the Americas.) d. In what ways do new industries contribute to Florida? 8. Have each student write an essay titled, "Florida's growing economy depends on its natural resources." One paragraph should be devoted to how climate affects Florida's economy, one paragraph to the influence of the sea, and the last one should be of the student's choosing (could deal with fresh water, wildlife, minerals, soil....).

GOAL #6: THE STUDENT WILL EXAMINE SELECTED SOCIAL ISSUES IN FLORIDA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SOCIAL DEVELOPMENT.	A. The student will identify several social and ethnic groups in Florida.	1. Have students collect pictures from magazines and newspapers for several days of scenes that might be taken in Florida: of people, homes, neighborhoods, schools, and people at work. Have a couple of students put them together in a collage/bulletin board, "Living in Florida." 2. Questions which might spring from the bulletin board: a. Are all people rich in Florida? b. What racial and ethnic groups live here? c. What kinds of neighborhoods does Florida have? d. Are any problems shown in the pictures? (Each question could lead to further research; for example, students might find out how incomes are distributed, what the actual racial proportions are, etc.) 3. Have students research and prepare oral reports in groups about minority groups in Florida, specifically their history (Blacks, Cubans, Puerto Ricans, teacher can insure information). 4. Topics and questions to research and report to class on: a. How many minority groups are represented in state government? b. What social classes and ethnic groups have Florida's governor's come from? (see Florida Handbook) c. How many Blacks have served in the state legislature? (Discuss the effects of Reconstruction).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. How many women have served in the state legislature? How many are there now? Are women discriminated against?
		5. Examine toether the society pages of the local newspaper: a. Who gets talked about on these pages? b. How many people in this classroom belong to a country club (parents)? c. Are minority groups represented? d. When does the "average" person get his picture in the paper? (when he gets married, if he is a she; or commits a crime). e. Can we find out anything about the activities and interests of any particular social groups by reading the society pages? f. Where does one look to find information about other groups? (Cuban newspapers, etc.)
SOCIAL PROBLEMS.	8. The student will investigate social problems in Florida.	1. Discuss the relationship between growth in population and the need for services: a. With more and more people coming to Florida, what is happening to our situations with schools, roads, sewage, hospitals, etc.? b. Do the added people provide enough taxes to pay for the increased services? (Define services.) Which states have the highest taxes? (the most populous states, e.g. New York) 2. The teacher should develop a file of xeroxed and original news articles dealing with social aspects of Florida: welfare, urban problems, Federal assistance programs, school integration, unemployment, education, medical facilities, racial conflicts,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		migrant workers.... Have each student read a predetermined number of semi-current articles, e.g. at least three articles, each from a different category, and write a summary of each. Students might be given a choice of activities instead of writing summaries, for instance they might be asked to depict one of the articles in a cartoon or poster, and give an oral report on another. 3. Have each student make a scrapbook of social issues current events articles in Florida. 4. Have students portray a pertinent social problem in a skit or role playing situations. a. Migrant workers and employers discussing work. b. Parents and school boards arguing about busing students for integration. c. Voters and school board members discussing bond issues for a new school. d. The cabinet in Tallahassee discussing how much money to spend on which social needs (schools, hospitals, welfare....) 5. Have a group of students report to the class on junior colleges and universities in Florida and their problems of meeting the needs of the future. 6. Invite guests to class to discuss social problems of Florida. a. Black community leaders.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. School board members (education). c. Representative of any local social agencies. d. Appropriate Miami Herald or Miami News reporters who deal with state and social issues. e. Newspaper people from one of the Spanish newspapers. f. Parents of your students. g. The school principal (education). 7. Contact local television stations for recent specials that might be obtained for school use dealing with local and Florida social issues.

GOAL #7: THE STUDENT WILL CRITICALLY DISCUSS THE ENVIRONMENTAL PROBLEMS IMPLICIT IN THE RAPID GROWTH OF FLORIDA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
BIO-POLITICS NOTE: See the quin course, Ecology and Survival for additional activities, materials.	A. The student will relate Florida's growth and its ecology.	1. Vocabulary: environment acquifer salt water intrusion erosion drainage population density endangered species mangrove thermal pollution Have each student find out what the words mean and use each one in a sentence about Florida. 2. Have the school science teacher visit the class and explain the unique environmental problems of Florida. 3. Take a field trip to any of the sanctuaries for wildlife and natural vegetation in South Florida, planning for a guided tour. Everglades National Park Audubon Corkscrew Sanctuary 4. Discuss ways that growth affects the environment. a. Make a list of natural resources in Florida. b. As students to hypothesize how more people would affect each of those resources. c. Discuss how increasing numbers of people affect the human resources of a region. (Does it matter how densely populated an area is?) d. Discuss the need for jobs and housing for increasing numbers of people, and the growth of industries that accompanies people - How might this affect the environment? e. Discuss the benefits of population growth.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		f. Discuss the problems of "under-population." (problems of defense, no jobs, etc.) Does this apply to Florida today? 5. Discuss: In 1971 the National Inquirer, a periodical, moved all its offices and presses to South Florida to escape the air pollution, congestion, and traffic of New York, and enjoy the mild climate, open space, and healthy environment of Florida. How can Florida continue to grow and yet preserve the very reasons why people come here? Could Florida become another New York?
ENVIRONMENTAL PROBLEMS.	B. The student will analyze selected current environmental problems in Florida.	1. Have each student select an important environmental issue in Florida on which to report. New topics are always developing, but a few examples are: The Jetport controversy The Question of a Florida Cross-state Barge Canal Salt Water Intrusion in South Florida Endangered Species of Florida Nuclear Power for Florida The Big Cypress Watershed Oil Drilling in the Everglades and South Florida Water Management in South Florida Why Preserve Mangroves? The Central and South Florida Flood Control District Each student should write away to at least one source for information. Suggested Resources: U.S. Army Corps of Engineers, Florida South Florida Audubon Society

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Game and Fresh Water Fish Commission of Florida Department of Natural Resources, Tallahassee Chairman, Department of Urban Studies, U. of Miami Conservation 70's, Tallahassee Florida Power and Light Company League of Women Voters, Dade County State governor Teacher reference: McCluny, <u>The Environmental Destruction of South Florida.</u> NOTE: There are presently in production several junior high school filmstrips on ecology (for social studies classes), and many relate to Florida problems. Contact the Media Department, Lindsey Hopkins, for information. 2. If there is an issue of importance related to ecology in the news at the time of this study, it may be selected for a class study. The resources in number 1, above, could be utilized (as guests or by writing for information) to bring about a thorough understanding of one issue by the total class. News articles could be brought to class and analyzed.

GOAL #8: THE STUDENT WILL FORMULATE ALTERNATIVES FOR THE FUTURE OF FLORIDA

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PROBLEMS AND PROMISE.	The student will apply knowledge of (politics, economics, ecology, demography and social structure related to) Florida to predict its future.	1. Have students read the last chapter of Smith's Florida. Based on the reading make a list of problems facing Florida and a list of possibilities for future development. 2. Review the previous hypotheses and conclusions of the class. Then have each student write an essay titled: "Florida Frontier." You might specify that the opening paragraph should present a generalization about Florida's future; the second paragraph deal with problems facing the state, the third with opportunities for the future. Read several essays aloud and compare. You might take a poll to see whether most students are optimistic or not about Florida's future. 3. Divide the class into 5 groups to discuss one aspect each of Florida's future: politics, economics, ecology, demography, and social structure. Each can present generalizations for discussion and comparison. 4. Have each student (or small groups) make a list of things he would recommend to the governor if asked. Organize a general discussion around Florida's needs. 5. Have the class bring in pictures and headlines from periodicals and create a collage bulletin board depicting Florida problems and promise.

APPENDIX

ACCOUNTS OF OSCEOLA'S CAPTURE

I. The following account is from the Journal of Jacob R. Motte, in which he gives his eye-witness account of the capture of Osceola and several other Indian chiefs under the white flag of truce.

There was no doubt that the Indians were sincere in desiring peace, but they were not willing to leave the country. Their treachery was well-known, and they were not to be trusted. Osceola and his band supposedly came to talk; but there was no doubt that they really wanted to rescue Philip (an Indian chief held prisoner) and to massacre the people of St. Augustine if they were found weak and unprepared.

General Hernandez, accompanied by 200 soldiers, met the Indian leaders. The Indians said they wanted to hear what propositions the general had to make; that they did not come to give themselves up; and said nothing that seemed to indicate that they considered themselves conquered. General Hernandez told them we had been deceived by them long enough. He gave a signal, and instantly they were surrounded by our troops and all of them taken prisoners. The Indians had not time to raise a single rifle, though each one had one loaded and primed, by his side.

During the talk, Osceola evidently did not like the whole affair, for he was uneasy and kept his eyes constantly and quickly wandering about; but the moment he found himself a prisoner, he became perfectly quiet and calm, and not the slightest bit of emotion did he show, or indeed did any of his warriors. We thus by "one fell swoop" caught Osceola, several war chiefs, and 80 of their warriors.

There were some people who condemned the capture of Osceola as dishonorable - as a violation of a flag of truce. Tis true they had a white flag flying, but they were not told that this would keep them from capture on this occasion. Indeed, there was too much sympathy given to these treacherous, murderous savages.

II. This account is from "an old Florida settler," as told to Minnie Moore Wilson, who wrote a book, <u>The Seminoles of Florida.</u>

After months of warfare, a conference among the Indians with a hope of a peace treaty was held. An Indian chief was sent to General Hernandez with a message from Osceola: "The path shall be white and safe from the great white chieftain's camp to the lodge of Osceola."

General Hernandez immediately sent a messenger with a pipe of peace, friendly messages, and presents. Osceola and other chiefs accepted the truce and under the sacred emblem of the white flag, met General Hernandez at St. Augustine.

A signal was given and armed soldiers rushed in and made prisoners of the chiefs.

John Masters of St. Augustine was questioned about the capture. He said, "I was one of the party sent out to meet Osceola when he was coming to St. Augustine under a flag of truce." He was asked if they honored that truce. "Did we? No, sir; no sooner was he safe within our lines than the order to seize him, kill him if necessary, was given, and one of the soldiers knocked him down with the butt of his musket. He was then bound and we brought him to Fort Marion and he was put in the dungeon. We were all outraged by the cowardly way he was betrayed into being captured."

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MATERIALS:

I. RECOMMENDED BASIC TEXTUAL MATERIALS:

There is not a single book that could serve as a text for the course. The teacher should consult the Florida category on the list of state adopted books. (The category is open and books should be submitted during the year 1971).

II. ALTERNATE CLASSROOM MATERIALS:

A. Textual materials. Multiple copies of the following might be available in the classroom and in the library:

Carpenter, Allan. Florida from its Glorious Past to the Present (Enchantment of America Series). Children's Press, 1965.

Copeland, Leelia S. and J.E. Dovell. La Florida: Its Land and People. Austin, Texas: Steck-Vaughn Co., 1957.

Morris, Allen. The Florida Handbook, 1971-1972. Tallahassee: Peninsular Publishing Co., 1971.

Morris, Allen. Our Florida Government. Chicago: Lyons and Carnahan, 1961.

Neill, Wilfred T. Florida's Seminole Indians. St. Petersburg, Fla: Great Outdoors Publishing Co. (4747 28th Street North), 1956.

Neyland, Leedell W. Twelve Black Floridians. Tallahassee: Florida A and M University Foundations, 1971.

Patrick, Rembert. Florida Under Five Flags. Gainesville: U.of Florida Press, 1945. (A coilection of articles from the Florida Historical Quarterly).

Smith, Mike. Florida (States of the Nation Series) New York: Coward-McCann, Inc., 1970.

Raisz, Erwin and Assoc., compilers. Atlas of Florida. Gainesville: University of Florida Press, 1964.

The Twenty-seventh Star. Dade County Board of Public Instruction, 1968.

B. AUDIO VISUAL MATERIALS:

1. Films

Frontier Florida	New acquisition by Dade County	
Seminole Indians	1-05273	10'
Saint Augustine: Our Oldest City	1-04925	10'
Exploring Old St. Augustine	1-04904	11'
U.S. Territorial Expansion: Florida	1-12868	14'
Florida's Legislative Process	1-30045	28'
Florida: Gulf Coast Holiday	1-12736	15'
Florida's East Coast Holiday	1-12784	15'
Unusual World of Florida	1-12785	15'
Fabulous Florida	1-30949	30'
A Florida River: Its Wildlife	1-04923	11'
Prowlers of the Everglades	1-30952	26'
Changing Face of Florida	1-13381	15'

2. Filmstrips

Florida Geography Filmstrips. Tallahassee: Associated Educators, Geography Department, Florida State University, 1970. (12 filmstrips in two sets of six each).

SET I	SET II
Human Resources	Mining and other Industry
Physical Resources	Tourism
Forestry	Florida: Nation's Playground
Agribusiness, I and II	Water Resources
Manufacturing	Urbanization
	A Summary

3. Slides

Florida Attractions, Sets. 1 and 2, 2 X 2 slides 5-20039 (35 slides)
5-20114 (30 slides)

4. Models (All Dade County)

Florida Cattle Industry 6-00126
Florida Memorials (maps and models in wooden case) 6-00154
Phosphate Exhibit (folder, maps, geological surveys, books, samples of phosphats) 6-00048
Soils of Florida (samples, soil map) 6-00032
Florida State (flag, bird, seal, flower, tree, booklet) 6-00167

Seminole Indians (model showing blouse, hairdress, beads, skirt, sofkee spoon, pictures) Set II, 6-00080

Seminole Costume (by Brighton Indians)

Unit I	(costume, beads, doll, canoe)	6-00041
Unit II	(costume, woven baskets, photos, etc.)	6-00042
Unit III	(medicine man's costume, canoe, dolls, etc.)	6-00043
Unit IV	(man's shirt, sofkee spoon, dolls, etc.)	6-00044

Indian Mounds of Florida 6-00169

Indians of Florida (wall map) 6-00001

C. Periodicals (especially useful in dealing with government, economy and social issues of present day Florida).

The Miami Herald

The Miami News

III. TEACHER REFERENCES:

Andrews, E. W., and C. M. Andrews, eds. Jonathan Dickinson's Journal or God's Protecting Providence. Being the Narrative of a Journey from Port Royal in Jamaica to Philadelphia between Aug. 23, 1696 and April 1, 1697. New Haven, Conn: Yale University Press, 1945 ed. Issued as a Yale Paperbound in revised edition, 1961.

Barbour, Thomas. That Vanishing Eden. Boston: Little Brown, 1944.

Carson, Ruby Leach, and Dr. Charleton W. Tebeau. Florida from Indian Trail to Space Age. Southern Publishing Co., Delray Beach, Florida. 1965.

Dodd, Dorothy. Florida: Land of Romance. Florida: Peninsular Publishing Co. (suitable for student use).

Douglas, Marjory Stoneman. Florida: The Long Frontier. New York: Harper and Row, 1967.

Douglas, Marjory Stoneman. The Everglades: River of Grass. New York: Rinehart, 1947.

Freeman, Ethel Cutler. "Seminole Indians of Florida." Bulletin of the Florida Writers' Project. Florida Dept. of Agriculture.

Kofoed, Jack. The Florida Story. New York: Doubleday, 1960.

McCluney, Gary E. and D.L. Bender, eds. What you can do to Stop the Environmental Destruction of South Florida. Coral Gables: Univ. of Miami Press, 1971 (paper).

Proctor, Samuel. Napoleon Bonaparte Broward: Florida's Fighting Democrat. Gainesville: University of Florida Press, 1950.

Raisz, Erwin and Assoc., compilers. Atlas of Florida. Gainesville: Univ. of Florida Press, 1964.

Sunderman, James F., ed. Journey into Wilderness: Journal of Jacob R. Motte. Gainesville: University of Florida Press, 1963. (An army surgeon's account of life in camp and field during the Creek and Seminole Wars, 1836-1838)

Tebeau, Charleton W. A History of Florida. Coral Gables: University of Miami Press, 1971 (A "must" for teachers).

Teachers are urged to visit the Dade County Teacher's Professional Library, The Florida Collection, and the public library to find many excellent primary and secondary sources of content and materials.

The following periodicals are useful for teacher and students:

The Florida Quarterly

Tequesta

Anthropologist

The Florida Naturalist